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ABSTRACT

This evaluative report includes a brief description of the project, the identification of the program objectives (product and process) for the year involved, and the process evaluation findings concerning the elementary, middle and junior high school components, and concludes with observations on the extent to which the program has fulfilled the stated objectives, making several recommendations for the future. The major observation is that the project has progressed on schedule, moving in the direction of the established goals for the elementary and middle school components but not for the senior high school component. Two of the many recommendations include: providing a periodic program of inservice teacher education to allow for exchange of ideas, teaching strategies and resources; and initiating plans for the final year to institutionalize favorable aspects of the project. (Author/SE)

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ED 126073

FINAL EVALUATION REPORT

for

Carver/Lawless Career Development Program
Orleans Parish

SECOND OPERATIONAL YEAR
1974 - 75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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New Orleans Public Schools
703 Carondelet Street
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June 30, 1975

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I. PURPOSE AND SCOPE OF THE REPORT

This Final Evaluation Report serves three purposes:

A. It fulfills the requirement of the Office of Experimental Programs of the Louisiana State Department of Education (memorandum of October 4, 1974) and it provides information used to monitor and evaluate the activities of the Carver/Lawless Career Development Program for the 1974-75 school year. This is the second action year of the program. The program became operational August 1, 1973, but did not function fully (program-wise) until January 1, 1974 of the first project year.

B. This report includes a brief description of the project, the identification of the program objectives (product and process) for this year, and the observations and recommendations of the evaluation team as the program moves toward attainment of the project's objectives. The substance of the report covers the time span from July 1, 1974 through June 30, 1975.

C. This final evaluation report concerns itself with both product and process objectives. Such evaluation is essential in that it helps identify problem areas which surfaced, during the second action year, by comparing the planned program with the program which was actually implemented during 1974-75. The discrepancies between the planned and actual program are detected and recorded. These data serve, therefore, to indicate the adjustments needed to improve the direction and processes of the program for the final action year.

II. PROJECT INFORMATION

A. Background Information

The Carver/Lawless Career Development is a K-12 approach to career education and career development geared to the needs of economically disadvantaged children and youth of the Desire and Lower Ninth Ward areas of New Orleans. It is, in fact, a continuation of previous career education and occupational preparation efforts spent in these two communities under the EPOP program for the academic years 1970-71 through 1972-73.

It is the intent of this project in career development to adequately prepare low-income students, beginning with the kindergarten and elementary grades, for a responsible and productive life by providing a realistic

view point about the dignity of work and knowledge concerning possible vocational choices, and to implement such occupational awareness on the secondary level with skills that are salable at the entry level of the job market.

At the primary and elementary grade levels Desire and Lower Ninth Ward children come to school with negative self concepts of their ability to function in the worlds of communication, books and work. Their home experiences are not tied to the written word nor to the utilization of academically learned skills. Too often, they lack a success model after which they can pattern their own behaviors and their own aspirations. A majority of the children of these two areas know little, if anything, about vocational options open to them. For the most part they are privileged to experience little else but the world of the welfare check, or hand-to-mouth existance supported by a parent or guardian who works on a day-to-day basis, if at all. At the secondary level, students from the Desire area are often average and mark time until they may legally leave school at age 16. Both areas are known unfavorably because they are among the areas known and reported to have the highest rates of dropout in metropolitan New Orleans.

The Carver/Lawless Career Development Program was planned to utilize career education and career development concepts and activities of demonstrated value (EPDP) for the boys and girls, children and youth of these two depressed areas. The overall project objectives which define the thrust and intent of the program were formulated through careful consideration of the needs, abilities and aspirations of the clientel that the program was designed to serve.

B. Locale

New Orleans, with a population of 593,471 people, is the largest city in the state. Compared to a total state population of 3,643,180 people, the New Orleans population represents about one-sixth of the total population of Louisiana. The two target areas of this project represent two of the most densely populated areas in metropolitan New Orleans.

Approximately 12,000 children and youth attend the elementary and secondary schools in the two sections of New Orleans, targeted for service by this project, namely the Desire area and the Lower Ninth Ward. The Statistical Profile of the Model Cities Program of New Orleans indicates that these two areas have become identified in

the minds of their inhabitants as "ghetto", with the residents of the two areas socially, economically and physically isolated from the mainstreams of community life.

The Desire area encompasses the city's largest public housing project and the greatest number of sub-standard family dwellings. The area is predominately Black. Nearly three-fourths of the employed males and four-fifths of the employed females of the area work in low-paying, unskilled jobs. Over fifty per cent of the families living in the Desire area earn less than $3,000.00 annually. The degree of depression measured by such things as percentage of public welfare, juvenile crime rate and level of educational attainment further underscore the extent to which the Desire area is disadvantaged.

The Lower Ninth Ward has a population of more than 12,000 people and, like the Desire residents, more than a majority of them (60%) earn less than $3,000.00 annually. The serious economic condition of the inhabitants is reflected in the excessive number of abandoned or poorly maintained homes. The general level of public services (public amenities)provided to Lower Ninth Ward residents (streets, drainage, lighting, sanitation, recreation and education) tend to add to the general depression of the area and its inhabitants. Like the Desire area, the Lower Ninth Ward is also densely populated by Black people.

C. Variable Identification and Description

1. Institutional Variables

a. Students

Approximately 12,000 children and youth attend the elementary and secondary schools of the Desire and Lower Ninth Ward areas. The students (K-12) who attend the eleven schools served by this project are predominantly Black. The program is designed to impact on all of the students of all the participating schools via classroom presentation of career development information, experiences and services.

b. Classroom Teachers

All teachers in the targeted schools are involved in the program. They are assisted by Career Coordinators in planning and expediting their instructional

programs. Coordinators also assist teachers through special demonstration lessons.

c. School Principals

The Principals of the eleven schools involved participate in the program in appropriate ways, i.e. in appropriate processes, activities and events.

d. Career Coordinators

The project provides for three career specialists to coordinate the activities of the program through the three administrative levels -- elementary, middle/junior high and senior high. A Career Coordinator is supposed to be assigned to each level.

The major responsibility of the coordinators reflect the grade level of the schools to which they are assigned. Their functions include assisting teachers and principals in the planning, implementing, coordinating and operating of their programs; providing demonstration lessons and appropriate instructional career materials; conducting small-and-large-group counseling sessions with students dealing with career awareness, occupational information, career choices, attitudes toward work, work habits, self-concepts and job-related skills. In addition, they confer with teachers about instructional problems, strategies, instructional materials, guides, resource units, lesson plans, field trips, resource persons, career day activities, career exhibits and displays. The career coordinator at the high school level has the additional responsibility of securing, placing and supervising on-the-job experiences of senior high school students.

The Elementary School Career Coordinator and the Middle/Junior High School Coordinator are fully responsible to the Project Director. The OJT Coordinator, however, is responsible to both the Principal of Carver Senior High School and to the Director of the Project.

e. Semi-skilled Core Instructors

One and one-half instructors who are vocationally certified instruct at the middle school level in

extended classes in three semi-skill courses:

-- building trades;

-- child care;

-- food handling.

They are responsible for planning, developing and coordinating instruction in the three semi-skill core courses. They are directly responsible to the Principal of the Middle School.

f. Project Director

The Director is the singular administrator of the project. He serves in a full-time capacity and has had successful teaching and administrative (federal program) experience. In general, the Project Director provides supervision and direction to personnel assigned to the project. In addition, the project administrator provides overall administration, management, leadership, coordination and communication within the program.

g. Consultants

Specialists in career education and career development are "budgeted" to serve as consultants for in-service education for classroom teachers who are participants in the program.

h. Evaluators

Specialists in evaluation who are external to the school system are employed by contract to conduct the evaluation of the program. Members of the evaluation team are trained at the doctorate level and have had successful experience in testing and measurement, counseling, administering federal projects, writing proposals, serving as consultants and evaluating programs.

i. Advisory Committee

An advisory committee composed of representatives from the local educational agency, other educational and social institutions, and community agencies, the Chamber of Commerce, local Title III Committee, and parents has been seated to act in an advisory capacity to the Project Director during the operation of the project.

2. Instructional Variables

a. Organization

The organizational structure is a three-level (K-12) approach -- elementary, middle/junior high, senior high school -- to career education and career development geared to the needs of the economically deprived students who live in either the Desire or the Lower Ninth Ward area of New Orleans. The program is designed so as to develop career awareness of students of the seven elementary schools, to provide career exploration and semi-skilled training of overaged students and potential dropouts among the middle school and junior high school populations and to prepare, through career knowledge, job-skills training and on-the-job experience for senior high school students of Carver Senior High School. All administrative tiers provide instruction, skills training and in-field experiences through the structure of regular classrooms, school shops and school laboratories. At the senior high school level, on-the-job training in industrial arts is provided through this program.

Three Career Coordinators assist the Project Director, the participating teachers, the semi-skills core instructors, and the targeted school population in those activities and events detailed in the project proposal as their responsibilities.

b. Content

The total program (K-12) emphasizes the content areas of career information and career development.

Emphasis at the elementary school level is on career awareness and career information. These are developed through the World-of-Work Program. The development of acceptable self concepts and realistic attitudes toward careers are also curriculum thrusts at the elementary school level.

Curriculum design for the middle and junior high school levels builds upon and expands upon the World-of-Work concepts formulated at the elementary level. An essential aspect of the program at this level is provision of semi-skill training and economic supplements during school and in the summer time for the overaged students and potential dropout and salable skills for students who must terminate their

formal schooling and enter into the World of Work. The three semi-skill courses offered at the middle school are building trades, child care and food handling. The program at this level seeks to provide the students with an understanding of the relationship of core academic subjects to their chosen career fields and to semi-skill training.

At the senior high school level the program focuses on more in-depth exploration through career knowledge, career development, skills training and actual on-the-job or simulated on-the-job experience. The programs offered at this level which emphasize simulated on-the-job experiences are clerical and health preparations. On-the-job experiences are provided in the industrial arts program. Specific courses that are available to the targeted populations at this level are:

-- in the health occupations - Practical Nursing I and II;

-- in Industrial Arts - on-the-job training;

-- in clerical occupations - Pre-cooperative Clerical Block and the Office Simulations Block.

c. Methodology

In attempting to enrich curricula content and experiences, the program employs the use of such career and vocational materials as work habit-rating scales; career information questionnaires; interest, aptitude, and ability tests; books, filmstrips, career kits and the World-of-Work Program. In addition, other audio-visual approaches are used, such as career exhibits, posters, career displays, career days, and individual student projects. Field trips are an integral part of the program at all levels. At the senior high school level simulation to real business World experiences are employed as well as on-the-job experiences in the real world.

Classroom teachers are encouraged to show evidence of career awareness in their instructional programs. To facilitate this, the Career Coordinators assist teachers through providing demonstration teaching, sample lesson plans, instructional guides, resource outlines, in addition to the overt support they provide in helping teachers to identify to plan and to execute appropriate in-field experiences and on-the-job training.

The staff of the newly created Job Placement Office have worked out support arrangements (counseling, instructing, interviewing, screening for placement, and placing) to help execute the counseling services, the instructional activities and the educational experiences detailed in the project proposal for the senior high school component.

d. Facilities

The participating schools and their locations are:

Desire Area

Elementary Schools

Henderson H. Dunn School
Helen S. Edwards School
Robert R. Moton School
St. Philip the Apostle Catholic School (K-8)

Middle School

Carver Middle School

Senior High School

Carver Senior High School

Lower Ninth Ward Area

Elementary Schools

Joseph A. Hardin School
Alfred Lawless School
Macarty School

Junior High School

Alfred Lawless Junior High School

Senior High School

Carver Senior High School

Existing facilities of these schools are available to project participants. These facilities include classroom space, instructional equipment, shop and laboratory space and equipment and administrative office space.

Career Centers are established in each of the seven elementary schools involved. The centers house films, filmstrips, tapes, records and books relating to occupational information and career awareness.

The project office is located in Carver Senior High School and accommodates the project staff and the records of the projects.

III. COMPONENT OBJECTIVE FOR THE SECOND OPERATIONAL YEAR

A. Product Evaluation Findings

1. Elementary School Component

The objectives of the Elementary Component of the Carver/Lawless Career Development Program are to:

(a) provide students with information about a variety of occupational and vocational options,

(b) create a desirable attitude with regard to the dignity of work, and

(c) guide the students toward development of sound occupational aspirations.

Seven elementary schools (Dunn, Edwards, Moton, Hardin, Lawless, Mccarty and St. Philip the Apostle, are participating in this project. The elementary advisor is responsible for this component of the program which involves working with teachers and pupils in 189 classrooms of these schools. He spends one day bi-weekly in each school, and visits each classroom at least once each month.

Since the conception of the program, the elementary advisor has prepared and distributed information concerning occupations. He has also developed a twenty-eight page mimeographed booklet, Suggested Activities and Information on Career Development at the Elementary Level, which was distributed to all elementary teachers in the program as well as their principals, district superintendents and key administrative personnel in the central office. In addition, the elementary advisor has prepared (a) two Suggested Unit Outlines on Career Development, one for the primary level (grades 1-3) and one for the Intermediate level (grades 4-6), and (b) a sixteen page mimeographed booklet, Activities for Developing Career Concepts for use in grades K-5.

Essentially, at the primary level, the Unit Outline deals effectively and in depth with the basic concepts of the value of work. The unit is tied in with the social studies area and addresses itself to an identification of workers in the home, community, and city at the 1st, 2nd, and 3rd grade levels respectively. In addition, specific jobs (nurse and postman) are introduced as a means of developing awareness of their role in the world of work and their importance in society. Activities for Developing Career Concepts at the K-5 level presents Concepts, Performance Objectives, Lists of Materials, A Lesson Capsule and suggested Observations for each activity.

Demonstration lessons referred to above are conducted by the elementary vocational advisor in all elementary classrooms involved in the project. In addition to the materials already described, he also utilizes filmstrips, tape recorders, and other non-book materials.

During each school visit an effort is made to visit as many classes as possible. From eight to ten informal teacher conferences are held each day and large and small group meetings with teachers are held on a regular basis. In addition, he meets with teachers at regularly established faculty meetings of each school as well as with individuals or small groups on demand to discuss specific problems such as utilization of World of Work materials to their best advantage, scheduling of special demonstration lessons for a particular social studies unit and planning for suitable field trips for various class groups.

This contact with teachers has provided a vehicle for the exchange of ideas and the development of concepts for specific lessons or units. A tangible result of these meetings is the Suggested Unit Outlines for primary and intermediate levels already discussed.

Career Centers have been established in each of the seven elementary schools involved. These centers have filmstrips, films, tapes, records, and books related to social studies units and occupational preparation. In addition, each staff member has been furnished a copy of the World of Work, A Handbook on Occupational-Vocational Guidance in the Elementary Grades, by C.J. Dunn and B.F. Payne.

Performance Objective #1

The students in the C/LCDP, grades K-5, will increase their occupational knowledge as indicated by their identifying occupations from pictures. It is expected that the post-test mean will be five occupations more than the pre-test mean.

In order to meet the requirements of this objective, it was necessary to develop a series of pictures, required by the objective, to be used to determine the extent of the knowledge of occupations possessed by students in grades K-5.

In order to determine the occupations to be used in this test, the evaluator and the elementary vocational advisor visited several elementary classes in the Carver/Lawless Career Development Program, talked to the students in these classes, and from these contacts and insights, developed a list of twenty different occupations to be included in the test. The elementary school advisor then took numerous color slides in appropriate environmental settings from which twenty slides were selected for use in the picture identification test required by this objective. Since the test requires the child to identify vocations from a picture and since students in grades one and three can't write all the words they use in their vocabulary, it is necessary to administer the test individually to each student. This was done by using teachers, parents and some high school students.

The performance objective identifies the target group for this test as being "15 percent random sample of students, grades 1 and 3" of the seven elementary schools involved in the project. The random sample was realized by choosing the 5th, 10th, 15th, 20th, and 25th students as their names were listed on the class roll in grades 1 and 3 in each of the seven elementary schools involved: Edwards, Moton, Dunn, St. Philip the Apostle, Hardin, Lawless, and Macarty. The picture identification test was administered first during the month of November, 1974. Post testing was done during the month of April, 1975.

As indicated, performance objective #1 would be successfully realized if the post-test mean was five occupations more than the pre-test mean. The analysis of change in the number of occupations identified or matched by students is indicated in the table on the following page:

AN ANALYSIS OF THE AMOUNT OF CHANGE IN THE NUMBER OF OCCUPATIONS IDENTIFIED OR MATCHED BY STUDENTS

Grade	No. of Students	Mean Number of Occupations Identified or Matched		Difference in Means
		Pre-test	Post-test	
1	101	14.2673	17.5446	3.2773
3	105	15.0571	18.9143	3.8572
Totals	206	14.6699	18.2427	3.5728

This table shows that 206 students took the picture identification test. The mean number of occupations identified or matched on the pre-test was 14.6699. The mean number of occupations identified or matched on the post-test was 18.2427. The difference in means was 3.5728.

This is 1.4272 less than the expected increase of five. Therefore, we must conclude that the program did not produce an increase of five between the pre- and post-test means and, therefore, performance objective #1 was not realized.

Performance Objective #2

The students in the C/LCDP, grades 1-5, will improve their attitudes towards work as indicated by ratings by teachers of work habits in the classroom and results of Attitudes Towards Work Questionnaire. It is expected that the mean post-test score will be 10 percent greater than the mean pre-test score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.

The performance objective identifies the target group for the Work Habits Rating Scale as a random sample of 100 students in grade 5. The target group for the Attitudes Toward Work Questionnaire is a random sample of 100 students in grades 2 and 4.

In compliance with this objective, the two instruments indicated above were prepared and administered as prescribed to grade 5 in the schools involved. The pre-test was administered in November 1974 and the post-test in May 1975. The data from the two instruments were collected, scored and are presented in the following tables:

A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE C/LCDP

School	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Difference	Percent Gain
Dunn	18	31.6666	34.5000	2.8334	9.4736
Edwards	16	35.0625	37.0625	2.0000	5.7041
Hardin	17	29.2941	33.4706	4.1765	14.2570
Lawless	17	36.3529	38.7647	2.4118	6.6343
Macarty	18	32.3889	35.6667	3.2728	10.1201
Moton	16	30.1250	34.0625	3.9375	13.0705
St. Philip	18	31.4444	32.2728	.8334	2.6502
Totals	120	32.3167	35.0833	2.7666	8.5611

The scoring of this questionnaire was on a four-point scale. The behavior of students was rated in the categories of:

a. Always - four point value
b. Most of the time - three point value
c. Sometimes - two point value
d. Never - one point value

The table above presents a comparison of the pre and post work habits ratings made by the fifth grade classroom teachers in each of the project schools. The performance objective required a random sample of 100 students. However, in order to insure that we would have at least 100 present for the post test, it was necessary to test more than the 100 required. The attendance on the post testing days was better than expected, therefore, the data used represents a larger sample than originally planned.

Twenty-five teachers administered the Work Habits Rating Scale to 120 fifth graders. The mean pre-test score was 32.3167 and the mean post-test score was 35.0833. This represents a difference in these two means of 2.7666. The resultant percent gain is 8.5611. Since it was expected that the mean post-test score would be 10 percent greater than the mean pre-test score, we must conclude that this part of performance objective #2 was not achieved.

The second scale used in measuring student attitudes towards work was the Attitudes Toward Work Questionnaire.

This performance objective identifies the target group for Attitudes Toward Work Questionnaire as a random sample of 100 students in grades 2,4,6 and 8. It should be noted that only St. Philip the Apostle School has an eighth grade. The Attitudes Toward Work Questionnaire was first administered in November 1974 and a second time in May 1975.

At the beginning of this action year all measuring instruments were reviewed and evaluated relative to their effectiveness. At this time the Attitudes Toward Work Questionnaire was revised. Grades 2 and 4 were administered a ten item questionnaire and grades 6 and 8 a twenty item questionnaire. Therefore, the results are presented in two, rather than in one table.

A COMPARISON OF THE PRE-AND POST-SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS IN THE 2ND AND 4TH GRADE PARTICIPATING IN C/LCDP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Percent Gain
2	120	23.4917	27.7833	5.4981
4	115	21.9304	24.3652	11.1024

As indicated in the tabls above, the mean post-test score for the second grade classes was 27.7833. This reflects a gain of 5.4981% or approximately 4.5% less than the anticipated 10% gain. The mean post-test score for the fourth grade classes was 24.3652. This indicates a gain of 11.1024% or approximately 1.1% more than the expected 10% gain.

A COMPARISON OF THE PRE-AND POST-TEST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS IN GRADES 6 AND 8 PARTICIPATING IN C/LCDP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Percent Gain
6	71	50.3239	49.4930	-1.6511
8	20	52.8000	51.7000	-2.0833

As indicated in the table above, the mean post-test score for sixth grade classes was 49.4930. The mean post-test score for the eighth grade classes was 51.7000. When pre-and post-test scores were compared, the percent of gain for the 6th grade was -1.6511 and the percent of gain for the 8th grade was -2.0833. In each case the desired 10% increase was not realized.

2. Middle and Junior High School Component

Performance Objective #1

The over-aged potential dropout students participating in the C/LCDP semi-skill core program at Carver Middle School will respond positively to the activities provided them as indicated by:

(a) 60 percent average daily attendance during the 1974-75 school year;

(b) 80 percent of them successfully completing enough credits to move to the next grade level;

(c) 90 percent of the students enrolled will remain in the program until the end of the school year, 1974-75.

Enrollment in C/LCDP courses in the Carver Middle School for 1974-75 is shown in the table below:

ENROLLMENT IN SEMI-SKILLED COURSES
DURING 1974 - 1975

Semi-Skilled Courses	Enrollment	Left School	Dropped Course	Number Remaining
Carpentry (1 section)	18	0	2	16
Child Care (1 section)	16	1	0	15
Food Handling (1 section)	24	1	1	22
TOTALS	58	2	3	53

Largest enrollment was in the Food Handling Course and smallest enrollment was in the Child Care Course during the 1974-75 school year.

From the initial enrollment of 58 students in October, 1974 the total number of students dropped to 53 by the end of May, 1975. These losses were accounted for in that two students left school and three students dropped their semi-skilled courses.

Pupil withdrawal represented a 8.6% loss during the school year or a holding power of 91.4% for the semi-skilled courses. The program this year, therefore, met the sub-objective criterion of 90% of the students enrolled remaining in the program until the end of the school year.

The over-all percent of attendance for the year (1974-75) for the three semi-skilled classes was 57.7%. The criterion for meeting sub-objective (a) is set at 60% average daily attendance for the year. The program, therefore, failed by 2.3% to meet the criterion of 60% attendance for the year set by the Evaluation Design. However, one semi-skilled course, Carpentry, did exceed the criterion by 1%. (See table below).

SCHOOL ATTENDANCE OF OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE C/LCDP SEMI-SKILL CORE PROGRAM

Semi-Skill Course	No. of Students in Program	Percentage of Average Daily Attendance (1974-75)
Carpentry	18	61
Child Care	16	53
Food Handling	24	59
Total	58	57.7

Still a third measure of the degree to which the over-aged, potential dropout students would respond positively to the educational activities provided them in the semi-skilled core program was the criterion set in the Evaluation Design that 80% of them would successfully complete their course work and move to the next grade level. Of the 53 students who remained in the program for the year, 49 or 90.56% of them passed allowing the criterion for this sub-objective (b) to be met. Detailed data in support of this sub-objective are included in the table which follows:

THE EXTENT THAT OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE CARVER SEMI-SKILL CORE PROGRAM REMAINED IN SCHOOL, IN THE PROGRAM, AND PASSED THEIR WORK

Semi-skill Course	Total Enrollment	Left School	Dropped Course	Number: Remaining	Passed	Failed
Carpentry	18	0	2	16	14	2
Child Care	16	1	0	15	15	1
Food Handling	24	1	1	22	20	2
Total	58	2	3	53	49	5

Two-thirds or two of the three sub-objectives of Performance Objective #1 were, therefore, achieved during the 1974-75 school year.

Performance Objective #2

The students enrolled in the Carver Middle School skill core program will demonstrate knowledge and application of skills in Carpentry, Child Care, and Food Handling as indicated by ratings by their instructors. It is expected that 90% of the students will earn a score of 70 percent or higher on the knowledge test(s) and that 90% of the students will earn a score of 70 percent or higher on the performance tests.

Neither on the Knowledge Tests nor on the Performance Tests in the three semi-skill courses did 90 percent of the students earn a score of 70 percent or higher -- the criterion set for measuring achievement of this objective. On the Knowledge Tests for the three semi-skill courses, only 77.6 percent of all the students in these three courses earned 70 percent or higher; on the Performance Tests only 81.0 percent of the students earned 70 percent or higher. Only on the Performance Test for the Child Care Course did more than 90 percent of the students earn 70 percent or higher. The lowest percentage score of students earning 70 percent or higher was on the Performance Test in Carpentry. On the whole, a higher percentage of students earned 70 percent or higher on the Performance Tests than did the students on the Knowledge Tests. The data for measuring the degree of achievement of this objective are presented in the two tables which follow:

THE NUMBER AND PERCENT OF STUDENTS IN THE C/LCDP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE KNOWLEDGE TEST(S)

Semi-skill Course	Total No. of Students Enrolled	Students Earning 70 Percent or Higher on Knowledge Test(s)	
		Number	Percent
Carpentry	18	14	77.77
Child Care	16	12	75.00
Food Handling	24	19	79.17
Total	58	45	77.58

THE NUMBER AND PERCENT OF STUDENTS IN THE C/LCDP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE PERFORMANCE TEST(S)

Semi-skill Course	Total No. of Students Enrolled	Students Earning 70 Percent or Higher on Performance Test(s)	
		Number	Percent
Carpentry	18	12	66.66
Child Care	16	15	93.75
Food Handling	24	20	83.33
Total	58	47	81.03

The criteria set for Performance Objective #2 was not met during the 1974-75 project year and this objective, therefore, was not realized at the proficiency level called for.

Performance Objective #3

The students in the C/LCDP, grades 6-9, will improve their attitudes toward work as indicated by ratings, by teachers, of Work Habits in the classroom and results from the Attitudes Toward Work Questionnaire. It is expected that the mean post-test will be 10 percent greater than the mean pre-test score on the Works Habits Rating Scale and the Attitudes Toward Work Questionnaire.

It was anticipated that, through the impact of C/LCDP at the Middle School and Junior High School levels, pupils in grades 6,7,8, and 9 would improve their work habits and would improve their attitude toward work. Two measures were employed to determine this: A Work Habits Rating Scale and an Attitudes Toward Work Questionnaire. A random sample of 80 pupils for each grade was drawn and pupils' names were coded.

The students in grades 6 and 8 were administered the Attitudes Toward Work Questionnaire and the students of grades 7 and 9 were administered the Work Habits Rating Scale.

In observing the results of the pre-test by the Work Habits Rating Scale, teachers rated seventh grade students lowest on:

-- Starts on Time Without Prompting
-- Uses time Wisely

In post-testing, the teachers of seventh grade students rated them lowest on:

-- Starts on Time Without Prompting
-- Works Without Direct Supervision

At the ninth grade level, teachers rated pupils in pre-testing lowest in:

-- Sees Next Step
-- Works Without Direct Supervision

At the ninth grade level, teachers rated their students in post-testing lowest on:

-- Sees Next Step
-- Completes Assignments

In both pre-testing and post-testing of work habits in the classroom, teachers of both seventh and ninth grade pupils rated their pupils highest on "Gets Along With Peers" and "Presents a Neat Appearance". In addition, students at both grade levels were also rated high on "Is Safety-Conscious".

At the seventh grade level pupils made the greatest absolute gains in:

-- Follows Directions
-- Completes Assignments

At the ninth grade level pupils demonstrated the greatest absolute gains in:

-- Uses Time Wisely
-- Starts on Time Without Prompting

Baseline data were obtained through the first application of the Work Habits Rating Scale to a 160 pupil sample that was randomly selected from grades 7 and 9. The mean pre-test score for the sample of 80 pupils drawn from grade 7 was 45.01. The mean post-test score for the same grade (grade 7) sample was 50.13. The percent of gain for the 7th grade on the Work Habits Rating Scale was 11.37.

The mean pre-test score for the sample of 80 pupils drawn from grade 9 was 44.31. The mean post-test score for the same grade was 50.51. The percent of gain for the 9th grade was 13.99.

When the mean pre- and post-test scores were compared for grade 7 and for grade 9, the percent of gain exceeded 10 percent on pupil performance on the Work Habits Rating Scale for each of the two grade levels. It was anticipated in the criterion measurement that the mean post-test scores would result in at least a 10 percent gain over the mean pre-test scores. Since the gains for both grade levels exceeded the 10% gain anticipated in the evaluation design, Performance Objective #3 was achieved in terms of improved work habits. Evidence that this part of Objective #3 was achieved can be found in the table below:

A COMPARISON OF THE PRE-AND POST-WORK HABITS RATINGS BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE C/LCDP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Difference Between Scores	Percent Gain
7	80	45.01	50.13	+5.12	11.37
9	80	44.31	50.51	+6.20	13.99

Baseline data was obtained through the first application of the Attitude Towards Work Questionnaire to a 160 pupil sample that was randomly selected from grades 6 and 8. The mean pre-test score for the sample of 80 pupils drawn from grade 6 was 45.20. The mean post-test score for the same grade (grade 6) sample was 50.30. The percent of gain for the 6th grade on the

Attitude Towards Work Questionnaire was 11.28.

The mean pre-test score for the sample of 80 pupils drawn from grade 8 was 46.10. The mean post-test score for the same grade was 51.50. The percent of gain for the 8th grade was 10.63.

When the mean pre-and post-test scores were compared for grade 6 and for grade 8, the percent of gain exceeded 10 percent on pupil performance on the Attitudes Toward Work Questionnaire for each of the two grade levels. It was anticipated in the criterion measurement that the mean post-test scores would result in at least a 10 percent gain over the mean pre-test scores. Since the gains for both grade levels exceeded the 10% gain anticipated in the evaluation design, Performance Objective #3 was achieved in terms of improved pupil attitudes toward work. Evidence that this part of Objective #3 was achieved can be found in the table below:

A COMPARISON OF THE PRE-AND POST-TEST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS PARTICIPATING IN C/LCDP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Difference Between Scores	Percent Gain
6	80	45.20	50.30	+5.10	11.28
8	80	46.10	51.50	+4.90	10.63

Since the percent of gain on both testings exceeded the anticipated 10 percent gain, the entire Performance Objective #3 was achieved during the 1974-75 school year.

During the year, the teachers of Carver Middle and Lawless Junior High Schools emphasized in their instructional programs the acquisition and development of effective work habits and attitudes toward work based upon the specific areas of need identified in pre-test findings.

3. High School Component

As indicated earlier in this report, the Senior High School (O.J.T.) Coordinator was deleted from the budget of the project, during this action year, and was assigned to the Carver Senior High School as a full-time counselor.

To fill this gap in the project staff, arrangements were made, through the cooperation of the director of Orleans Public School's "Job Placement Center," to utilize some of its personnel in the Carver/Lawless Career Development Project. Accordingly, several meetings were held between the evaluators, the C/LCDP staff and counselors of the Job Placement Center. As a result, it was decided that the Job Placement Center would assign two counselors to work part-time at the Carver Senior High School and insofar as is possible seek to follow the guide lines established for the C/LCDP. However, it was realized that even though the purposes and goals of the two agencies were similar, some of their activities were different and consequently it would not be possible to expect performance directly related to the product and process objectives established for the Carver/Lawless Career Development Project. The involvement, however, of the Job Placement Center during this second action year has been significant and profitable.

Monitoring of the high school component was limited to periodic discussions of the Job Placement Center's activities with its coordinator. The coordinator's report is included, as received, and is made a part of this second action year's final report.

Report of the Job Placement Center

The Job Placement Center of the New Orleans Public Schools worked with the Carver/Lawless Career Development Program in three specific areas: job placement; work orientation; and individual and group counseling.

The Job Placement Center's efforts in the area of job placement, or on-the-job training, was divided into four phases:

A. Interviewing of Students
B. Recommendation and Placement
C. Follow-up on the Job
D. Permanent Placement

A. Interviewing of Students

Thirty-seven students in the T & I Department of Carver Senior High School were interviewed prior to the recommendation and placement of students. The breakdown, according to skill areas, was as follows:

Auto Mechanics	9
Electronics	4
Mechanical Drawing	4
Horticulture	5
Carpentry	7
Brickmasonry	8
Total	37

During the interview, the student's objectives and goals were determined; his skill level was estimated; and his attitudes toward work, school, and on-the-job training was assessed. Background information about the student's family and education was also solicited.

B. Recommendation and Placement

The Job Placement Center's efforts this year were focused in three areas: printing, auto mechanics, and mechanical drawing. Since Carver did not offer printing, the Job Placement Center set out to work with auto mechanics and mechanical drawing students, but ended up working specifically with the auto mechanics students. Of the 15 seniors enrolled in the auto mechanics and mechanical drawing classes, only six were recommended for placement; five were actually placed. These five were auto mechanics students.

RECOMMENDATION AND PLACEMENT

Course	Enrolled	Recommended	Percent	Recommended	Placed	Percent
Auto Mechanics	8	5	63%	5	5	100%
Mechanical Drawing	6	1	16%	1	0	0
Total	14	6	42%	6	5	83%

The one mechanical drawing student who was recommended for employment was sent out on an interview at one of the major oil companies, but his skills were not sufficient to get the job.

In trying to determine why so few mechanical drawing students were recommended for employment and why the one who was recommended was unable to compete with students from other schools, the writer suggests the following:

1. Mechanical Drawing is classified as a vocational course rather than a T & I course at Carver Senior High School, and students spend only one hour a day in this class as opposed to three hours a day in a T & I program.

2. The classes at Carver Senior High School are geared toward architectural drafting, rather than industrial drafting.

3. A rapid turnover of teachers at the Carver complex has weakened the quality and even the depth of instruction.

In explaining their selection of mechanical drafting students for on-the-job employment, the interviewers at the oil company said that one of their criteria was a neatly printed application form. They did not think this was unreasonable since printing is one of the skills taught in conjunction with the course. The public school students, particularly the one from Carver and those from Washington, failed to pass this initial criteria for placement.

The interviewers were also disappointed in the range and quality of the drafting sketches found in the Carver and Washington students' portfolios. They suggested that, in the future, the teachers should alert students in their very first year of drafting to store away neatly each drawing or set of drawings they produce so that, at the completion of their training, they could show a prospective employer a

representative sample of each phase of their instruction. Prospective employers could also gauge from these samples their progress during the three years of instruction.

The Job Placement Counselor spent several group sessions working with the Carver students to help them complete their applications neatly and accurately. The application that the Carver student took to the interview with him was the last and best of several supervised attempts, and still it was not acceptable. The counselor noted how difficult it was to get the students to fill in an application blank in a desirable manner.

This observation has implications for our educational efforts at Carver: there is a need for the development of good work habits, such as neatness and striving for excellence; teaching students to follow directions more carefully; and motivating students to <u>care</u> about what they do and how they do it.

C. <u>Follow-Up on the Job</u>

The Carver Job Placement counselor followed up the students on the job, either by personal visit or telephone, at least once a month during the on-the-job training period, and sometimes oftener.

The following are comments the counselor noted as a result of these visits and calls:

<u>Student #1</u>. Student appeared to have little mechanical knowledge and know-how. Simple jobs he was given to do were repeatedly returned with complaints. He did not seem to relate to others in the shop, either black or white. He was the only one of five whose job was terminated before the end of the program. The main reason for his dismissal was lack of dependability and initiative.

<u>Student #2</u>. In the beginning, this student had the desire, but was lazy, according to his supervisor. He exhibited very little knowledge of the trade. Manager had to follow him around to be sure he didn't just lean against the wall. He did what he was told, but didn't seek out things to do. He missed several Saturdays on the job and was almost terminated because of this. As work experience progressed, however, his performance and attitude improved. He was hired on a permanent basis.

<u>Student #3</u>. This student got better faster than anyone he had had to work for him before, the manager said. He did excellent work and worked hard up until the last few weeks of training. He was especially good with brakes and tune-ups. He learned fast because he was eager to learn; he was also dependable and pleasant. However, the manager said that there was no evidence of previous training.

The student did not rely on school training. Most of what he knew he had learned on the job. He was prompt and reliable. Unfortunately, during the last few weeks on the job, the manager saw a difference in his attitude and work. He slowed down, became disinterested, and had to be told what to do. Since the student had graduated, the counselor called him to come into the office and talk with her to see if she could ascertain the cause of the change in his behavior. The only reason that he could give was some graduation difficulties that have now been straightened out.

Student #4. The assistant manager who supervised this young man reported that everyone really liked him. They felt he knew his business and learned something new each day. All agreed that he was doing a good job. The manager said that he had the desire and a small amount of ability. He tried very hard. His school training, as applied on the job, was adequate.

Student #5. His supervisor reported that everyone agreed that he was willing, but did not appear that he had had any training. He did not show any initiative. Manager had to go behind him to be sure that he had something to do and that he did it right.

A table indicating evaluations on skills and attitudes appears below:

Student	Skills Rating	Attitude Rating
Student 1	Poor (1)	Poor (1)
Student 2	Poor (1)	Good (3)
Student 3	Good (3)	Excellent (4)
Student 4	Fair (2)	Excellent (4)
Student 5	Poor (1)	Fair (2)
Averages	Fair (2)	Good (3)

D. Permanent Placement

Of the five students from Carver who were placed in on-the-job slots, one was terminated before the completion of the training program for lack of dependability and initiative. He is currently working but not in a training-related job.

A second student was terminated at the conclusion of the training period because of a slump in business. A few weeks later he was rehired to work as a service station attendant until business got better, but he remained on the job for only a few weeks. He left without giving any notice. Since then, this office has learned that he is working in a training related job.

A third student's future is undecided. His supervisor said that he thought he would work at least through the summer.

The two remaining students were hired on a permanent basis.

Below is a table showing the permanent placement status of each of the Carver students, with regard to their training jobs:

Student	Terminated	Hired	Undecided
Student 1	x		
Student 2		x	
Student 3			x
Student 4		x	
Student 5	x		
Totals	2	2	1

The work orientation phase of the Job Placement Center's efforts with Carver students included one general session, prior to students' reporting to work, and several class sessions for all senior students enrolled in the T & I courses.

General Session

On January 28, prior to the students' placement on jobs, they attended a work orientation conference held at Shell Oil Company, during which students were exposed to ideas about their future work assignment and what would be expected of them on the job.

The Job Placement Center scheduled this session away from the school environment to give students experience in a work setting. Transportation and lunch were provided by the Center. The students seemed to enjoy the change of pace.

A program of this day's activities is attached.

Class Sessions

The counselor conducted work orientation sessions for five T & I classes, with approximately twenty students in each class, on three different occasions. The materials used were from the Job Survival Skills project by Singer. The units covered were Education and Training; Job-Seeking Skills; and Personal Appearance.

1. Education and Training

An outline of the Education and Training session included:

a. Playing the Game
b. Group Discussion: What Am I Doing Here?
c. Brainstorming: Why People Drop Out
d. Sound/Filmstrip Presentation
e. Group Discussion

2. Job-Seeking Skills

An outline of the Job-Seeking Skills session included:

a. Sound/Filmstrip Presentation
b. Group Discussion
c. Selecting a Job Field: What's Important to Me
d. Supplemental Job-Seeking Activities
e. Minority Groups and Job Finding

3. Personal Appearance

An outline of the Personal Appearance session included:

a. Sound/Filmstrip Presentation
b. Group Discussion
c. Employer Impressions
d. Personal Appearance Factors
e. Personal Appearance Evaluations

There was much interest in these sessions on the part of the students, as well as the instructors. Regret was expressed when the sessions were discontinued due to the transfer of the counselor. It was too late into the school year (April 15) to assign another counselor to the school.

Approximately 300 students were reached during these sessions.

This phase of the Job Placement Center's efforts were directed toward individual and group counseling of the five students who were actually on the job.

Individual Counseling

At least twice a month during the time the students were on the job (February through April), the counselor spoke to students on an individual basis regarding the progress and problems they were experiencing on the job and regarding the evaluations she had received from their supervisors.

The counselor achieved excellent rapport with these students on an individual basis. They were quite open in their comments regarding their work, and she was able to help them personally on several different occasions. Her most satisfying achievement was saving Student #2's job for him when there was a misunderstanding at the beginning of training. Later, he was one of the young men who was permanently hired. This would not have occurred without her efforts to resolve the initial problem with the supervisor. Liaison between management and the student is the counselor's most important function.

Group Counseling

Applications. The group met several times with the counselor to complete application forms. The counselor found it very difficult to get the students to produce an application form that she believed would be acceptable by business and industry. Her experience has convinced this office that students need a great deal of training in this area to be successful candidates for a job.

Banks. The five students in the group made a visit to the First National Bank of Commerce at 4525 Chef Menteur Highway prior to receiving their first paycheck. They toured the bank's facilities and were introduced to the many services the bank provides for working people. Two of the five young men opened savings accounts with the bank.

CONCLUSION

Since this was the Job Placement Center's first year in operation, the services that were performed for the Carver/Lawless Career Development Program were not so extensive as we had hoped they might be or as we anticipate they can be for the 1975-76 session. However, some very important steps were taken and some very significant experiences occurred. Some 125 students were touched by our efforts. Hopefully, the economic climate will be better during the 1975-76 session and the Job Placement Center's contacts with business and industry should be more comprehensive; therefore, more job placements should be effected during 1975-76.

B. Process Evaluation Findings

1. Elementary School Component

Performance Objective #1

The elementary teachers, grades K-5, in the seven C/LCDP schools, will present career information as they teach social studies, as indicated by:

(a) the number of requests for career field trips to correlate with instruction;

(b) the number of requests to have resource speakers talk in classes on careers being studied;

(c) the number of films and filmstrips related to careers used in classes.

It is expected that (1) at least 50 teachers will request permission to take field trips and at least 1,500 students will participate in field trips, and (2) 90 percent of the teachers will use at least one of the activities.

As indicated above, three different activities are identified to be used in evaluating the success of this objective, each will be discussed separately.

(a) the number of requests for career field trips to correlate with instruction

To complete successfully this part of Process Objective #1, it is expected that at least 50 teachers will request permission to take field trips and at least 1,500 students will participate in field trips.

The procedures involved in this objective required that each teacher complete a request for field trip form prior to making the trip. This form identified the date of field trip, place to be visited, the particular Social Studies Unit involved, and the number of students to be in attendance. The following table provides a compilation of this data:

THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS
IN THE C/LCDP PROGRAM REQUESTING FIELD TRIPS
AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

Grade	Number of Teachers in Program	Number of Teachers Requesting Field Trips	Percent of Teachers	Total of Number of Field Trips	Number of Students in grade	Total Number of Students Involved
K	23	16	69.56	16	558	698
1	33	5	15.15	5	742	380
2	29	10	34.48	10	780	162
3	31	13	41.94	13	834	580
4	29	9	31.03	9	311	411
5	28	4	14.29	4	816	130
TOTALS	173	57	32.95	57	4041	2361

The table on the previous page shows by grade level the number of teachers in the program and the number requesting field trips. It also indicates the number of trips made, the number of students in each grade, and the total number of students involved. Specifically, we find that fifty-seven teachers requested a total of 57 field trips which involved some 2,361 students.

The data presented in the table above, when translated into goals of the objective, indicates that all expectations were realized. Fifty-seven teachers, seven more than the required fifty, requested permission to take field trips. Two thousand three hundred and sixty-one students, which is 861 more than was expected, participated in the field trips. We may conclude, therefore, that part (a) of performance objective #1 was satisfied.

The field trips were made to eighteen different business and industrial areas. They included:

(1) Bunny Bread Bakery
(2) Delgado Junior College
(3) Fire Station
(4) French Market
(5) Frey Meat Company
(6) Lakeside Shopping Center
(7) Longue Vue Gardens
(8) Main Post Office (New Orleans)
(9) National Airlines
(10) New Orleans Airport
(11) Oakwood Shopping Mall
(12) Riding Tour of Industrial Areas of New Orleans
(13) South Central Telephone Company
(14) Times Picayune Publishing Company
(15) Union Passengers and Bus Terminal
(16) Walker Roemer Dairies
(17) Walking Tour of French Quarters
(18) Wylon Beauty Products

(b) the number of requests to have resource speakers talk in classes on careers being studied

The procedures involved in this objective required that a Request For Resource Speaker form be completed by each teacher desiring to use a resource speaker in his/her class. This form identified the person making the request, the desired data for the speaker, the career being discussed by the class, the number of students in the class and their grade level. The following table indicates an accounting of these requests.

THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS
IN THE C/LCD PROGRAM REQUESTING RESOURCE SPEAKERS

Grade	Number of Teachers in Program	Number of Teachers Requesting Resource Speakers	Percent of Teachers	Total Number of Resource Speakers Used	Total Number of Students Involved
K	23	6	26.09	1	300
1	33	4	12.12	4	227
2	29	1	3.45	1	31
3	31	3	9.68	3	179
4	29	5	17.24	4	174
5	28	1	3.57	2	125
TOTALS	173	20	11.56	15	1036

This table shows by grade level the number of teachers in the program, the number requesting resource speakers, the percent of teachers involved, the number of resource speakers used and the total number of students involved. Specifically, we find that 20 teachers (11.56%) requested resource speakers. Fifteen resource persons were used and 1,036 students were a part of this activity. The occupation represented by the resource speakers included carpentry, nursing, cosmotology, lawenforcement and telephone repair.

(c) the number of films and filmstrips related to careers used in classes

The following table provides a compilation of the data collected from the Audio-Visual Check-Out Record completed by each teacher using films and filmstrips:

THE NUMBER AND PERCENT OF TEACHERS USING
CAREER FILMS AND FILMSTRIPS IN THEIR CLASSES

Grade Level	Number of Teachers in Program	Number of Teachers Using Films or Filmstrips	Percent of Teachers	Total Number of Films or Filmstrips Used	Total Number of Students Involved
K	23	20	86.96	19	1657
1	33	16	48.49	13	892
2	29	18	62.07	13	1095
3	31	18	58.07	7	1326
4	29	12	41.38	25	1392
5	28	20	71.43	27	2142
Totals	173	104	60.12	104	8504

In order to realize the expectations of Performance Objective #1, fifty teachers and 1,500 students were expected to participate in field trips. This as indicated, was realized. Further, it was required that 90% of the teachers would use at least one of the activities listed under Performance Objective #1. The data collected indicates that 32.95 of the teachers used activity (a) Field trips; 11.56% used activity (b) Resource Speaker; and 60.12% used activity (c) Films and Filmstrips. Therefore, it may be concluded that all requirements were not realized for Performance Objective #1.

Performance Objective #2

The vocational advisor for the C/LCDP elementary schools will present career demonstration lessons on occupational preparation to selected fifth-grade classes as indicated by a record of such presentations. It is expected that during the 1973-74 school year at least five demonstration lessons will be presented in each of the classrooms of the fifth-grade teachers who have been newly assigned to teach in the C/LCDP elementary schools. The target group involved in this objective was the newly assigned fifth-grade teachers in the C/LCDP schools.

The following table provides information relative to the demonstration lessons taught:

THE EXTENT THAT VOCATIONAL ADVISOR PRESENTED CAREER DEMONSTRATION LESSONS IN THE CLASSROOMS OF FIFTH-GRADE TEACHERS NEWLY ASSIGNED TO THE C/LCDP PROGRAM

Number of Demonstration Lessons Presented	Number of Newly Assigned Teachers Receiving Lessons
None	0
1	0
2	11
3	0
4	0
5	0
Total Receiving Lessons.....	11
Number of Newly Assigned Teachers.	11
Percent.....	100

The information in the preceding table indicates that demonstration lessons were taught to eleven newly assigned teachers. This represents 100 percent of the total number of newly assigned teachers. However, it must be pointed out that each newly assigned teacher was supposed to have five demonstration lessons presented by the vocational advisor. Since only two were presented, it is concluded that this performance objective was not fully realized.

Performance Objective #3

The vocational advisor for the C/LCDP elementary schools will disseminate an outline of suggested career instructional activities to selected teachers in the C/LCDP elementary schools, as indicated by a dissemination record. It is expected that during the 1973-74 school year, all teachers, grades K-5, who have been newly assigned to the C/LCDP elementary schools will receive an outline of suggested career instructional activities.

The dissemination record of the distribution of the outline of suggested career instructional activities to newly assigned teachers K-5 of the C/LCDP schools is indicated in the following table:

THE EXTENT THAT VOCATIONAL ADVISOR DISTRIBUTED AN OUTLINE OF SUGGESTED CAREER ACTIVITIES TO TEACHERS NEWLY ASSIGNED TO C/LCDP PROGRAM

Grade Level	Number of Newly Assigned Teachers	Number of Newly Assigned Teachers Receiving Outline	Percent
K	3	3	100
1	6	6	100
2	3	3	100
3	7	7	100
4	6	6	100
5	7	7	100
Totals	32	32	100

This table shows by grade level and total the number of newly assigned teachers, the number of them receiving outlines of suggested career activities and the percent of distribution achieved at this point. As indicated, all of the forty-two newly assigned teachers have received outlines of suggested career activities. Therefore, Performance Objective #3 was satisfactorily completed.

2. Middle and Junior High School Component

Process Objective #1

The middle school teachers, grades 6-8, in the C/LCDP school will teach career orientation lessons on occupational preparation as indicated by:

a. a record of the number of requests to take career field trips to correlate with instruction;

b. a record of the number of requests made for an outline of suggested career instructional activities;

c. a record of the number of career films and filmstrips used in classes.

It was expected that during the 1974-75 school year, at least 80 percent of all the teachers (except P.E. teachers) would apply at least three of these activities.

A total of 176 teacher requests were made for field trips from the Carver Middle School and a total of 78 teacher requests were made for field trips from the Lawless Junior High School. These requests resulted in 4,315 pupils from Carver Middle School and 1,957 pupils from Lawless Junior High School participating in one or more field trips this year. A total of 254 teachers and 6,272 pupils were involved in one or more field trips this year. These data are presented in the table which follows:

NUMBER OF MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL TEACHERS REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN THE FIELD TRIPS

School	Number of Teachers	Number of Teacher Requests	Number of Student Participants
Carver Middle School	58	176	4315
Lawless Junior High School	55	78	1957
Totals	113	254	6272

Most field trip groups consisted of a mixture of all grade levels of teachers and students. In most cases, teachers taught students in grades 6,7, and 8.

All participating teachers (113) received from the Vocational Advisor an outline of suggested career activities during the 1974-75 school year as the evidence in the table below indicates:

THE EXTENT THAT VOCATIONAL ADVISOR DISTRIBUTED AN OUTLINE OF SUGGESTED CAREER ACTIVITIES TO TEACHERS IN THE C/LCDP PROGRAM DURING 1974 - 75

School	Number of Teachers	Number of Teachers Receiving Outline	Percent
Carver Middle School	58	58	100%
Lawless Jr. High School	55	55	100%
Totals	113	113	100%

In addition, a total of 58 teachers from the Carver Middle School and 55 teachers from Lawless Junior High School requested and showed films and filmstrips to 28,649 Carver Middle School and 37,053 Lawless Junior High School pupils as verified in the data contained in the table below:

NUMBER OF TEACHER REQUESTS FOR CAREER FILMS AND FILMSTRIPS, THE NUMBER USED AND THE NUMBER OF STUDENTS VIEWING THEM DURING 1974 - 75

School	Number of Teachers Using Films or Filmstrips	Total Number of times Films or Filmstrips Were Used	Total Number of Students Involved in Viewings
Carver Middle School	58	106	28,649
Lawless Junior High School	55	83	37,053
Totals	113	189	65,702

Teachers of the participating schools exceeded the 80% criterion for teacher involvement in the three types of activities identified in the evaluation design for this objective. All sub-objectives of Process Objective #1 were, therefore, achieved during the 1974-75 project year.

Process Objective #2

Selected Middle School teachers will provide practical career instruction in Carpentry, Child Care and Food Handling to overaged students as indicated by the number of students enrolled in these courses and by the number of project activities provided. It was expected that:

a. at least 45 students would be enrolled in Carpentry, Child Care, and Food Handling; and

b. at least one practical activity would be provided in Carpentry, at least three project activities in Child Care, and three in Food Handling.

Enrollment in the semi-skill classes -- available to students at Carver Middle School only -- totaled 58 students. Distribution of enrolled students by core course is shown in the following table:

ENROLLMENT AND ATTENDANCE IN SEMI-SKILL CLASSES OF C/LCDP AT CARVER MIDDLE SCHOOL FOR 1974 - 75

Semi-Skill Classes	Number of Students Enrolled	Percent of Attendance
Carpentry (1 section)	18	61
Child Care (1 section)	16	53
Food Handling (1 section)	24	59
Total	58	57

The criterion for enrollment established in the Evaluation Design is 45 students. The figure of 45 was established upon anticipated of single sections only for each of the three semi-skill core courses.

During this action year only single class sections were offered in each of the three courses. The program met the criterion established for three sections.

The program also met the criterion set for part 'b' of this objective. Building a model house was the practical activity provided in Carpentry. In connection with Child Care - observing children, supervising playground activities and tending children were the three practical activities programmed and offered for students enrolled in this course. As part of the course in Food Handling, the three practical activities of setting the table, preparing food for the meal, and serving children were provided as part of the course. The table which follows details the practical activities provided in the semi-skill core courses and the number of students participating in each:

THE EXTENT THAT STUDENTS ENROLLED IN SEMI-SKILL COURSES PARTICIPATED IN RELEVANT PRACTICAL ACTIVITIES

SEMI-SKILL AREA						
	Carpentry		Child Care		Food Handling	
	Number of Students		Number of Students		Number of Students	
Practical Activity	Enrolled	Participating in Activity	Enrolled	Participating in Activity	Enrolled	Participating in Activity
Building A Model House	18	14				
Preparing Food for Meal					24	20
Serving Food					24	20
Setting Table					24	20
Observing Children			16	15		
Supervising Playground Activities			16	15		
Tending Children			16	15		
Totals	18	14	48	45	72	60

The criteria established in the Evaluation Design for both a and b sub-sections of this objective were met this year. Process Objective #2 was, therefore, achieved during the 1974-75 project year.

Process Objective #3

The Vocational Advisor for the C/LCDP Middle School will arrange and/or conduct career field trips as requested by teachers, as indicated by field trip records kept by the Vocational Advisor. It is expected that at least 90% of the teachers will make requests for career field trips and at least 90% of the students enrolled will participate in such field trips.

As indicated in the data presented for Process Objective #1, the criterion of 90% of the teachers was met. In Carver Middle School, 100% of the teachers requested and made field trips during the year. The requirement calling for 90% of the students enrolled to participate in field trips was also met. For substantiating data see the tables presented in measurement of Process Objective #1.

Process Objective #4

The Carver Coordinator for the C/LCDP Middle School, with the assistance of teachers in the middle school environmental studies program, will show career films to students on a weekly basis, as indicated by a film showing record kept by the Vocational Advisor. It is expected that at least 25 films will be shown during 1974-75 school year and that all students in attendance at the middle school will see the films.

The data presented in the tables which follow are substantial in that they exceed the criterion set for achievement of this objective.

NUMBER OF CARVER MIDDLE SCHOOL TEACHER REQUESTS FOR CAREER FILMS AND FILMSTRIPS FOR CLASSROOM USE DURING 1974 - 1975

School	Number of Teachers	Number of Teacher Requests	Number of Films	Number of Students Participating
Carver Middle School	58	147	50	28,030

A total of 147 teacher requests were made for career films and filmstrips during the 1974-75 academic year. A total of 50 films and filmstrips were shown to a total of 28,030 students participating in the viewing of the career films and filmstrips.

The names of the career films and filmstrips that were requested and shown at Carver Middle School were:

	Name of Career Film or Filmstrip	No. of Students Viewing Material
1.	Vocational Decisions	1,230
2.	Preparing for the Job of the 70's	1,230
3.	Job Opportunities for Inner City Schools	1,230
4.	Mr. Galen Comes to Town	1,230
5.	To Build a Better Life	1,230
6.	Careers Kit 6-8	
	a. Careers with a Telephone Co.	1,230
	b. Careers with the Police Dept.	1,230
	c. Careers with a Television Station	1,230
	d. Careers in a Medical Center	1,230
	e. Careers in Printing	1,230
7.	Wise Use of Credit	1,230
8.	Job Opportunities	150
9.	Vocation Decisions	1,400
10.	America's Urban Crisis	170
11.	Vocational Decisions	1,400
12.	Food and Nutrition (5 filmstrips)	140
13.	Job Opportunities for Inner City Youth (4 filmstrips)	130
14.	Learning to Live with Others	140
15.	The Fire Fighters	1,400
16.	The Child Care Worker	1,400
17.	Job Opportunities Gr. I	130
18.	T.V. Service Tech.	1,400
19.	Careers in T.V.	1,400
20.	Insurance Salesman	180
21.	The Fire Fighters	180
22.	Careers in T.V.	40
23.	Typing Techniques	135
24.	Television Technical Service	1,200
25.	The Telephone Operation	1,200
26.	Careers book collection	140
27.	Careers book collections	140
28.	Lesson in Law	1,400
29.	Pre-Career Training	200
30.	Careers in Television	1,200
31.	A. T.V. Producer	1,345

32.	Your Working Future	960
33.	B. The Child Care Worker	275
34.	Lessons in Law	1,400
35.	Cop on the Corner - Who Needs Him	1,400
36.	Attorney at Law	1,400
37.	To Build a Better Life (Home Builders)	1,260
38.	The Career Game (Dietetic)	1,150
39.	A Matter of Opportunity (Medical)	960
40.	The Name of the Game is Basketball	1,200
41.	A Women's Place (Homemaking)	1,075
42.	The Name of the Game is Baseball	1,275
43.	The Mighty Atom	1,400
44.	Credit	1,400
45.	Report to Consumers (Merchandising)	1,400
46.	Mr. Galen Comes to Town (Pharmacy)	1,400
47.	Newspapers in America	35
48.	Developing Basic Values	170
49.	20th Century Art	180

A representative list of the names of career films and filmstrips that were requested by and shown at Lawless Junior High School and shown to students there during 1974-75 were:

	Films and Filmstrips	Number of Students Participating
1.	Careers in Broadcast News	1,500
2.	Career Awareness - Mass Media	1,500
3.	Is a Career in the Professions for You?	1,500
4.	Careers - Education	1,500
5.	Cook, Chef and Related Occupations	720
6.	Career Awareness - Personal Services Industry	720
7.	Is a Career in the Hotel or Motel Business for You?	720
8.	Careers - Leisure Industries	1,500
9.	Career Awareness - Hospitality Industry	720
10.	Job Interview - Women	150
11.	Career Awareness - Why Work	145
12.	Careers - Making a Choice	530
13.	Careers - Sales	160
14.	Is a Career in Clerical Work for You?	155
15.	Is a Career in Finance, Insurance or Real Estate for You?	155
16.	Planning a Career	325

17.	Jobs in the City - Construction	175
18.	Jobs in the City - Manufacturing	160
19.	Jobs in the City - Services	145
20.	Your Job-Fitting in	190
21.	Your Job - You and Your Boss	325
22.	Your Job - Apply for it	325
23.	Your Job - Finding the Right One	325
24.	Your Job - Getting Ahead	325
25.	Your Job - Good Work Habits	325
26.	Job Interview - Men	325
27.	Careers: Health Care	1,500
28.	Careers: Construction Industry	1,500
29.	The Kingdom Could be You - Personal Service	1,500
30.	Careers in Hockey	575
31.	Careers in a Medical Center	1,500
32.	Careers in a Police Dept.	1,500
33.	Careers in Printing	1,500
34.	Career at a Telephone Company	1,500
35.	Career with a Television Station	1,500
36.	I Want a Job	575
37.	Careers, How to Succeed in School	150
38.	Careers in Graphic Art	800
39.	Careers in Photography	300
40.	Art Careers in Advertising	300
41.	Careers in Film Making	1,500
42.	Careers in the World of Computers	1,200
43.	Compassion for People	925
44.	Jobs for the Now Generation	910
45.	Compulearn	320
46.	Exploring Careers	435
47.	Career World	230
48.	Choosing a Vocation	230
49.	Vocational Decisions	230
50.	Exploring the World of Work	135

And finally, evidence that resource persons have been brought into the C/LCDP is indicated in the following table:

THE NUMBER OF CAREER DAYS HELD AND THE NUMBER OF RESOURCE SPEAKERS WHO PARTICIPATED IN C/LCDP DURING 1974-1975

Career Days		Resource Persons	
Carver Middle	Lawless Junior	Carver Middle	Lawless Junior
11	23	11	23

Resource persons brought into the program were appropriate as the lists which follow indicate:

Resource speakers brought into the program at Carver Middle School for the 1974-75 session were:

	Name	Title
1.	Clarence Devernay	New Orleans Assistant Chief Administrative Officer
2.	Lionel Lombard	Television News Announcer
3.	Sherman Copelin	New Orleans Model Cities Director
4.	Dr. Matthew Proctor	District Superintendent-N.O. Public Schools
5.	United States Navy Steel Barrel Band	
6.	Lt. William King	United States Marines
7.	Bayrom J. Woods	Community Relations - NOPD
8.	Roman Stafnew	Officer - NOPD
9.	Cathy Thompson	News Reporter - WBOK Radio
10.	Charles Devezin	U.S. Postal Supervisor
11.	Henry Johnson	U.S. Postal Supervisor

Resource speakers brought into the program at Lawless Junior High School for the 1974-75 session were:

	Name	Title
1.	Eugene Boyd	Radio and Television Broadcasting
2.	Edgar Pores	South Central Bell
3.	Laini Creativity Kuimba	Dance Group
4.	Earl Billings	Actor and Director
5.	McNeil Cayette	Actor "Free Southern Theatre"
6.	Robert Peterson	Jasper & Ewing & Sons
7.	Mary Pompie	Fashion Coordinator - Sears
8.	Dick Mitchell	Art Department - WYES
9.	Mike Brody	N.O. Mosquito Control
10.	Frank Kisach	N.O. Mosquito Control
11.	Barbara Francois	South Central Bell
12.	Yvonne Becket	Director, Community Relations, NOPD
13.	Dave Lord	Water Safety Instructor Amer. Red Cross
14.	Richard Neal	Football Player - NY Jets

15.	Earl Billings	Actor ("Sounder")
16.	Rafael Cassimere	Associate Professor of History - UNO
17.	James Geddys	Manager - La. Employment Security
18.	Willie Mongomery	Regional Director - American Federation of Labor
19.	Tex Stevens	Associate Director - La. Weekly
20.	Harry Berry	Accountant
21.	Garland Laurent	Salesman - Jasper Ewing
22.	Harriet Lowell	Merchandising Instructor
23.	Elaine Porter	Director- Bethany Day Care Center

According to the Evaluation Design for the Middle and Junior High School Component, it is expected that during the 1974-75 school year, at least 80% of all the teachers (except P.E. teachers) will apply at least three of the activities --- career field trips, career instructional outlines, career film and filmstrips -- to their instructional programs. The program met and exceeded the criterion set for this objective. A majority of the teachers have done one or more of the three types of activities specified.

Process Objective #4 was, therefore, achieved during the 1974-75 project year.

IV. OVERALL PROGRAM OBJECTIVES

Three Overall Program Performance Objectives were established by the Evaluation Design used in evaluating the overall effectiveness of the project. Of the three objectives, two (Performance Objectives I and II) were designated for use by the Evaluator in presenting the evaluation of the program. The remaining objective (Performance Objective II), involving minutes of the Orleans Parish School Board, was designed for use by the Project Director in the presentation of his report.

Since the High School Component was not staffed during this second action year, its objectives will not be considered in the following tabulated results.

A. Performance Objective #1

The project staff will develop a Carver/Lawless Career Development Program as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Rating Sheet for Exemplary Projects.

As indicated, the baseline data were drawn from the evidence of success of the program. The table below was developed from the data collected from each component of C/LCDP.

THE EXTENT THAT PROGRAM OBJECTIVES WERE ACHIEVED AS INDICATED BY THE EVALUATION REPORT

Component	Total No. Objectives	No. of Product Achieved	Percent Achieved
Elementary School	5	2.5	50%
Middle School	7	5.5	78.6%
TOTAL	12	8	66.7%

Twelve objectives were identified but only 8 or 66.7% of them were successfully completed. Thus the anticipated 75 percent achievement level was not realized. The application of effort towards the realization of each objective by each component of the project is explained in detail in the body of this report. Factors involved in the determination of the degree of success are also spelled out in detail.

8. Performance Objective #3

The students participating in the C/LCDP will improve their attitudes toward work as indicated by ratings by teachers of work habits in the classroom. It is expected that the mean post-test score will be 10 percent greater than the mean pre-test score on the Work Habits Rating Scale.

The baseline data for this objective was realized from the teachers' observations of students' work habits in the classroom.

The data from the Work Habits Rating Scale for the Elementary and Middle School Components is tabulated below:

A COMPARISON OF THE PRE-AND POST-WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE C/LCDP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Percent Gain
5	120	32.32	35.08	8.56%
6	71	50.32	49.49	1.65%
8	20	52.80	51.70	2.08%

The data above indicates that a total of 211 students from grades 5,6, and 8 were involved in the Pre and Post-Work Habits Ratings made by their teachers. The mean pre-test score of the students in the fifth grade was 32.32, the mean post-test score was 35.08. This indicates a 8.56% gain in the post-test score over pre-test scores. The percent gain for grades 6 and 8 was 1.77%. It was expected that a 10% gain would be realized, therefore, we must conclude that this objective of the project was not achieved.

V. SUMMARY OF FINDINGS AND CONCLUSIONS

A. Observations

The current direction of the program is consistent with the stated objectives of the project.

The program during 1974-75 continued to focus upon the overall objectives of demonstrating the validity of career education concepts for the population served.

The project is on schedule and generally moving in the direction of the goals set for the program in the elementary and middle school components. The level and degree of activities taking place at these levels are supportive of the goals established for the program.

The management problems in the Senior High School Component identified throughout the two years of operation still existed at the close of the 1974-1975 project year. Nothing less that a full-time O.J.T. Coordinator -- specified in the approved project proposal -- will suffice if the objectives of the High School Component are to be achieved in the final year. At the end of the second action year, the position of O.J.T. Coordinator remains unfilled and the objectives for the High School Component unmet.

An active and fully functioning Advisory Committee served the project well this year. Their interest and their enthusiasm are evidenced in their regularly scheduled meetings and the content of the agenda for their meetings this year. Their time and counsel have helped to move the project ahead this year.

The newly appointed replacement for the former Elementary School Career Coordinator has assumed the position and regained the momentum of the program in the participating elementary schools.

The Project Director and the Project Staff have provided the leadership, coordination and support required to realize the achievements attained during the second project year.

Project management during this program year implemented the recommendations made in the final evaluation report for the first project year.

B. Recommendations

In an effort to enhance the program during the final project year, the evaluator makes the following recommendations to project management:

-- To continue to seek out the support of top management to implement fully in the last year of the project the project design for the high school component

-- To explore with top management the desirability and the feasibility of providing a periodic program of in-service education during the year (in addition to the summer workshop) for teacher participants in order to allow for exchange of ideas, teaching strategies, resource (human and material) and to aid participating teachers to assume many of the duties presently being performed by the Career Coordinators

-- To begin plans to institutionalize during the final year the favorable aspects of the project

-- To arrange to extend for two to four weeks the employment period of the Career Coordinators so that they may help to close out the final year of the project

-- To offer double sections of the semi-skill core courses

-- To populate the semi-skill courses at the Middle School level with other than over-age potential dropouts if the over-age potential dropout numbers are insufficient to warrant double sections for the three semi-skill courses

-- To expand in-field experiences at all levels

-- To establish more intensive diaglog with business and industry representatives in order to up-grade course content and course experiences and in order to determine and secure equipment appropriate to course needs and entry-level job requirements

-- To exploit the opportunities available to the school system through this project in order to identify available and unmet area job opportunities and the courses needed to prepare high school students for such employment opportunities

-- To review with the area of refining the guidance and selection procedures of student admissions to Trades and Industry courses (T & I courses)

C. Projection

During a total of five (5) years of direct experience in the EPOP and C/LCD Programs, a cadry of trained professionals - members of the NOPS - has resulted. Top management should begin to explore how best to utilize their (the cadry's) experiences, understandings, insights, sensitivities, skills, and orientation in the local education agency on young and future career and vocational development efforts.